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ABSTRACT

A study examined the collection of 27 interest and values instruments in the review chapters of the third edition of "A Counselor's Guide to Career Assessment Instruments" (Kapes, Mastie, and Whitfield 1994) to determine their commonalities and differences. The instruments were described and compared on these sets of characteristics: name of instrument; publisher; date of recent edition; intended population; number of scales; homogeneous or empirical keying; normative or ipsative scoring; time to administer; machine or hand scoring availability; computer-based version availability; types of scores reported; cost of individual test; references to reviews; and brief descriptions. The categories of information showed a wide variety of differences among the instruments. Although most instruments were intended for high school and college students, many were applicable to adults. The number of scales ranged from 6 to 246. Homogenous keying with normative scoring was most common. Administration time ranged from as little as 10 minutes to over 1 hour. Most instruments could be machine scored. Fewer than half were computer based. Percentiles and standard scores were the most common scores reported. Costs per test ranged from as little as 18 cents to over $22. (A table illustrates the 14 categories of information available for each instrument.) (YLB)

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Contemporary Measures of Career Interest and Values: A Review and Synthesis of Prominent Instruments

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Perspective

The basis and primary source of information for this research is the recently published third edition of A Counselor's Guide to Career Assessment Instruments (Kapes, Mastie, & Whitfield, 1994). While at least some of the instruments included in this edition of the Guide have their own theoretical framework, there does not appear to be one overall theory supporting the many instruments that are available. In fact, this research attempts to examine these instruments to determine their commonalities and uniqueness' so as to shed light on what appears to be a largely atheoretical process. While the career development literature contains a rather large number of studies that attempt to validate individual instruments or even several instruments that may be tied to a theory (e.g., Holland's types), no studies were found that attempted to examine the field as a whole.

The objectives of the research reported in this paper are: (1) to provide an overview of contemporary career interest and values measures, (2) to describe the essential characteristics of each of the most prominent instruments, and (3) to synthesize the essential characteristic information across instruments to provide a state-of-the-art analysis of career interest and values measures.

Method

The sample for this study is the entire collection of interest and values instruments included in the review chapters of the third edition of A Counselor's Guide. A total of 27 instruments are included from chapters covering Comprehensive Aptitude/Achievement

and Companion Measures, Interest Inventories, Values and Satisfaction Measures and Instruments for Disabled and Disadvantaged Population.

For the 27 instruments with complete reviews available, the instruments are described and compared on the following set of characteristics:

Name of Instrument

Publisher

Date of Recent Edition

Intended Population

Number of Scales (#SCR)

Homogeneous or Empirical Keying (Key)

Normative or Ipsative Scoring (SCL)

Time to Administer (Time)

Machine or Hand Scoring Availability (SCG)

Computer Based Version Availability (CB)

Types of Scores Reported (SCR RPT)

Cost of Individual Test (Cost)

References to Reviews (Ref)

Brief Descriptions

Results

Most of the information needed to make the comparisons among instruments is provided in Table 1. Overall, there are 14 categories of information available to help characterize the measures, including the name of the instrument and a brief description. The 14 categories are listed in the methods section and in the heading of the table by name

or abbreviation. A complete description of each category, including whatever decision rules were used to create the information, is provided as notes to the table. A brief analysis of each category is provided here with the most noteworthy information described and discussed.

Name

From an examination of the names or titles given to the 27 prominent interest or values measures included in the analysis, it is probably no surprise that 18, or 66%, include the word interest. The second most used word is inventory (11 or 41%) with Career (9), Survey (6), System (3) and Vocational (3) among others frequently used. Some of the unique words used include: Determination, Exploration, Importance, Opinion, Quest, Salience, Scale, Schedule and Value. While the term Inventory has prevailed from the early years, the use of the term Career has replaced Vocational in more recent years. Of course, given that three of the instruments are values measures, it would not be expected that they use the term interest. However, only one includes the term values, the other two use the terms Salience and Importance.

Publisher

Among the 27 instruments listed, there are 18 different publishers. The two top publishers (Consulting Psychologist Press and National Computer Systems) are responsible for four and three instruments each, respectively. Four other publishers (American College Testing, CTB-McGraw-Hill, Psychological Corporation and Sigma Assessment Systems) each are responsible for two instruments. Given that each instrument competes somewhat with the others, it is somewhat surprising that some publishers can support several.

Date

While the Strong Interest Inventory (SII) was developed by E.K. Strong in 1927 (as the Strong Vocational Interest Blank; Hansen, 1995) and is the oldest instrument on the list, it has had several names (e.g. SCII) and has been revised many times. The dates

included in the table are for the latest edition, although this may only constitute minor changes for some instruments. The median date in the table is 1990 with modes of 86, 90 and 92 shared by four instruments each. The range is from 79 to 94. From the information available on dates, it appears that most instruments are revised at least every 10 years with only four instruments not being revised in the last 10 years.

Population

The intended population for each instrument is typically reported as a range. The overall range for all instruments is from age 5 to adults, although age 5 may refer more to mental age than to chronological age in the case of the WRIOT which is pictorial. On the low end, the median intended population is Grade 7 or Junior High, and at the high end, 24 of the 27 instruments are promoted as suitable for adults. Publishers appear to have a hard time resisting the temptation to claim their instruments work well with many groups. Reading level (not included in the analysis) is the one limiting factor in using interest and values measures at the lower age/grade levels. Most instruments compared here have reading levels of about Grade 6.

Number of Scores (#SCR)

Given that interest and values assessment is predicated on the assumption that there are a multitude of possibilities from which to choose, and the instrument's group these in some meaningful way, the issue of the number of scores reported is important to understanding how the process is viewed. In some cases, the number of scores is determined by a theoretical position (e.g. Holland's theory) while in other cases it is determined by some logical clustering process. Averaging the 27 instruments compared here, the median number of scores reported is 16, but the mode is 12 which is characteristic of five, or 18%, of the instruments. All five instruments have 12 scales because they use the U.S. Department of Labor's (DOL) Guide to Occupational Exploration (GOE) categories which enables them to connect to DOL occupational

information. The range of scores extends from a low of 6 (Holland's types) to a high of 246 for the SII which includes both homogeneous and empirical scales.

Keying (Key)

Although, many users of interest and values measures may be unaware of the distinction between homogeneous and empirical keying, they are quite different and yield very different information. Homogeneous keyed instruments group items into logical clusters whether they are derived from theory or factor analysis or by some other means. These instruments are only capable of directing users to global categories, although more complex uses of category information are possible as is the case with the SDS and Harrington-O'Shea CDM. On the other hand, empirical keyed measures utilize responses of known occupational groups to create scales made up of items that differentiate between the members of an occupational group and people in general. Strong pioneered this methodology which is quite expensive to employ, but yield more sophisticated information. All 27 instruments compared here yield some form of homogeneous scales, but only seven, or 26%, also utilize empirical scales. By their nature, empirically keyed scales are also more time consuming and expensive to use since they usually need to be computer scored.

Scaling (SCL)

Along with keying, differences in scaling results in somewhat different information provided. Normative scaling utilizes items that are rated on some continuum, and whatever scores are produced are normed on some logical group or reported on an absolute basis. With normative scaling each scale is independent of each other which can create flat profiles that are high average or low. That is, it is possible to like, or value, everything or nothing. Ipsative scaling, on the other hand, is derived from forced-choice formats and was pioneered by Frederick Kuder in 1939 (Hunt, 1984). The forced-choices normally employed are dyads, triads and sets of four that are ranked. With ipsative

scaling, it is not possible to like or value everything, because to choose one is to reject one or more other choices. It can be argued that values, for example, are essentially ipsative and that to value is to choose between or among alternatives. One of the negative aspects of ipsative measures is that they cannot be factor analyzed using typical methods, since all scores sum to a constant. Among the 27 instruments compared, 20 used normative scaling and 8 used ipsative scaling. Only one measure (College Major Interest Inventory) uses both approaches.

Time

This is one category of information about career assessments which is easy to relate to and often an important consideration when instrument administration is done in fixed time periods such as in public schools. Two numbers are reported in the table, the top number being the least time one should allow and the bottom number reflecting the upper amount of time that should be available. This second number may include administration time. The median least time is 25 minutes with the mode being 30 minutes (representing 30% of the instruments). The range for least time is from 10 to 60 minutes. The median for the most time is 40 minutes, the mode 45 minutes (30%) and the range 15 to 90 minutes. Time, it should be noted, is positively related to the number of scales/scores and to cost, as well as to the type of keying with empirical instruments taking longer to administer.

Scoring (SCG)

This category refers to Machine or Hand scoring. As with time, scoring method is also related to other characteristics especially Keying, since empirically keyed instruments generally must be machine scored. Also, as the number of scales/scores goes up, machine scoring becomes more desirable. For the 27 instruments compared here, 23 (85%) are machine scored, and 19 (70%) are hand scored. However, only 15 (55%) can be both machine or hand scored. Machine scoring has advantages when large numbers of instruments are administered in a short period of time, but it is more costly than hand

scoring and takes time if answer sheets need to be mailed away. Hand scoring, on the other hand, has both time and cost advantages, if only one or a few instruments are used at a time.

Computer Based (CB)

This possibility goes beyond local machine scoring in that administration is also accomplished on the computer at the local site. When the first edition of A Counselor's Guide was published in 1982, very few instruments were locally computer based, mainly because the personal computer was in its early development and computer storage and speed was limited. With current micro-computer capacity, all instruments could be computer administered, however, only 11 of 27 (41%) are. An advantage of computer administration, not generally considered, is that there is reason to believe that computer-based administrations are actually more reliable and usually faster (see Vansickle, Kimmel & Kapes 1989, Kapes & Vansickle, 1992, and Vansickle & Kapes, 1993). One drawback of computer administration is that mass testing is not feasible unless every student/client has their own computer to use. On the plus side, computer-based measures are also scored and reported almost simultaneously following the administration.

Scores Reported (SCR RPT)

All instruments report scores in some fashion, and most scores reported are some transformation of raw scores. The most popular form of scores reported are Percentiles with 18 of 27 (67%) using this approach. The second most popular type of scores are some form of Standard Scores (excluding Stanines) with 10 of 27 (37%). Some instruments report both Percentiles and Standard Scores (6 of 27) and 4 of 27 report Stanines. In addition to these more typical score reports, there are 19 other types of scores reported, including raw score, profile, some type of index, and codes.

Cost

Along with time, cost is very easy to understand and probably one of the most important determinants of use. The table reports two different costs. One for the

Specimen Set and one for the average cost of a single administration if the smallest number of instruments/score sheets were purchased. For Specimen Sets, the median cost is between $11.95 and $15.00, although three are provided free, and for three others none are available. For a single administration, the median cost is between $2.50 and $3.40, but the range is from $.18 to $22.25. As pointed out previously, cost tends to increase with time, number of scores reported, machine scoring, and empirical keying.

References to Reviews (Ref)

Although reviews of instruments may be found in some journals and various specialized publications, the primary sources of reviews of career assessment instruments are the three editions of A Counselor's Guide (CG), the 10 volumes of Test Critiques (TC), and the Mental Measurements Yearbooks (MMY, 7 -12). To assist the reader in locating reviews, the table includes references for up to five reviews of the 27 instruments compared here. Only three of the 27 instruments do not have reviews in either TC, MMY or the first or second edition of the CG.

Brief Descriptions

The brief descriptions provided in the table cover the general nature of the instrument and provide some information about the names of the scales reported and their relationship to theories or occupational information sources. Coupled with the other categories of information in the table, the descriptions should give the reader sufficient information to make preliminary choices of appropriate measures for a particular purpose.

Conclusions

The categories of information provided in the table show a wide variety of differences among instruments. For example, while most instruments are intended for high school and college students, many are applicable to older adults; the number of scales ranges from six to 246; homogeneous keying with normative scoring is most common,

time ranges from as little as 10 minutes to over one hour, most instruments can be machine scored, less than half are computer based, percentiles and standard scores are the most common scores reported, and costs per test range from as little as 18 cents to over $22.00..

While career interest and values assessment does not fit easily into any one organizational or theoretical scheme, there are commonalities and differences among instruments worth noting. Capturing the vast amount of information available about these instruments in a manner that is easily digestible should provide career development theorists, researchers, and practitioners with useful information to advance their own unique intended purposes.

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Table I. Characteristics and Descriptions of 27 Career Interests and Values Measures

Name/Publisher/Date/Population	*#SCR*	*Key*	*SCL*	*Time*	*SCG*	*CB*	*SCR RPT*	*Cost*	*Ref*	*Brief Description*
ACT - CPP Interest Inventory American College Testing 1994 Grade 8 to Adults	6	Hom	Nor	30 45	M H	Y	%tile Stanine	NA NA	CG1 CG2 M8	Part of the ACT Career Planning Program, or available separately as UNIACT. Examinees indicate their liking for 90 activities. Yields scores for Business Contacts, Business Operations, Social Service, Technical, Arts, & Sciences - similar to Holland's types.
Apticom - Interest Inventory Vocational Research Institute 1992 Adolescent to Adults	12	Hom	Nor	15 20	M H	Y	%tile Std Scr Profile	NA NA	CG2 M11	One of three batteries of the Apticom. Parallels the structure and function of the U.S. DOL USES Interest Inventory. Draws its occupational descriptions and activities directly from the GOE and the DOT. A 162 item instrument with Like, ?, or Dislike responses using an electronic probe.
Campbell Interest and Skills Survey NCS Assessments 1992 High School to Adults	94	Hom Emp	Nor	35 45	M	N	Std Scr	35.00 5.40	None	A 320 item instrument designed to facilitate exploration of self-reported career interests and skills, using a 6 point item response. Contains 7 Orientation Scales, 29 Basic Interest and Skill Scales, and 58 Occupational Scales that roughly correspond to Holland's occupational types.
Career Assessment Inventory NCS Assessments 1986 High School to Adults	146	Hom Emp	Nor	30 40	M	Y	Std Scr	37.50 5.15	CG2 TC2 M11	Contains 3 main categories of scales, 6 General Theme scales, 21-25 Basic Interest Area scales, and 91-111 Occupational scales. Available in 2 versions: Enhanced and Vocational. Uses Holland types to organize all scales similar to the Strong Interest Inventory.
Career Assessment Program - IBCD Educational Technologies, Inc. 1988 Grade 6 to Adults	20	Hom	Nor	30 45	M	Y	Raw %tile Std Scr	15.00 22.25	M9	Matches interest scores on 20 dimensions to the same 66 occupational families included in the ABCD. The 20 dimensions are grouped according to Things, People, and Data. An interest match to 11 GOE Interest Areas is also included. Uses visuals in both the paper-pencil and computer versions.
Career Directions Inventory Sigma Assessment Systems, Inc. 1986 High School to Adults	22	Hom	Ipt	30 45	M	Y	%tile Std Scr Ranks Other	17.50 4.90	M10	Contains 100 forced-choice triads that present 300 statements describing job related activities, work environments or work roles. Similar to Kuder General Interest Survey-Form E. Emphasis on non-college occupations. Yields 7 General Occupational Themes & 15 Basic Interest Scales.
Career Interest Inventory The Psychological Corporation 1991 Grade 7 to Adults	15	Hom	Nor	25 30	M H	N	Raw Index	11.50 1.50	None	A self-report instrument which is designed to be used in conjunction with the DAT. Level 1 (120 items) yields scores on 15 Occupational Groups, 16 Subject Areas, and 16 School Activities. Level 2 (150 items) yields scores on 15 occupational groups and 20 subject areas. Both use a 5 point scale.
Career Survey - Interest Survey American College Testing 1992 Grade 7 to Adults	12	Hom	Nor	20 25	M H	N	%tile	19.00 1.00	CG2 M10	The 132 item Ohio Career Interest Survey is 1 of 3 parts of the Career Survey, but can be administered separately. Designed to provide information on 12 Career Interest Areas that were developed to fit into a bipolar model of people-things versus data-ideas.
Career Occupational Preference System (COPS) - Interest Inventory EDITS 1990 Grade 7 to Adults	14	Hom	Nor	20 30	M H	N	Raw %tile	7.50 0.41	CG1 CG2 M7 M8	A 168 item career exploration instrument containing a list of things people do in jobs. Twelve job activity items are included for each of 14 career clusters. Designed to measure occupational interests, as part of a system which includes Ability (CAPS) & Values (COPES). Keyed to extensive interpretive material to assist in the career decision-making process.
Chronicle Career Quest Chronicle Guidance Publications, Inc. 1993 Grade 6 to 12	12	Hom	Nor	10 15	H	N	Raw	3.50 1.25	M11	A self-administered, self-scored inventory designed to help users explore their interests related to occupations. Consists of two forms of 108 or 144 items concerning work-related activities for each of the 12 GOE interest areas. Used with a Career Crosswalk to the DOT.
College Major Interest Inventory Consulting Pyschologists Press 1990 High School to College Freshmen	135	Hom Emp	Nor Ipt	35 45	M	N	%tile	29.00 4.80	None	A 399 item instrument that closely resembles the Strong Interest Inventory both in item format and scale construction procedures. All items, nearly half of which are course titles, focus exclusively on educational topics. Many items include level as well as type of educational activity.

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Harrinton - O'Shea Career Decision-Making System - Revised American Guidance Service, Inc 1993 Grade 7 to 12, College & Adults	6	Hom	Nor	20 45	M H	Y	Raw %tile Code	8.45 2.00	CG1 CG2 TC1 M8 M10	A self-administered, scored and interpreted inventory yielding 6 types similar to Holland's SDS: Crafts, Scientific, the Arts, Social, Business, & Office Occupations. Available in 2 levels with 96 or 120 items. Level 1 provides general information; Level 2 helps in making decisions about majors, occupations and/or training programs. Also available in Spanish.
Interest Determination, Exploration and Assessment System (IDEAS) NCS Assessments 1990 Junior High to Adults	16	Hom	Nor	20 25	H	N	Raw Std Scr	11.95 1.00	CG2 TC6 M9 M11	A 128 item instrument with 16 Basic Interest Scales. Designed to differentiate among broad categories of interest and to help individuals explore personal vocational preferences. Self-contained, self-scorable booklet that is a shortened version of the Career Assessment Inventory provides updated OOH & DOT references and suggested school courses.
Jackson Vocational Interest Survey Sigma Assessment Systems, Inc 1990 Senior High School to Adults	100	Hom Emp	Ipt	45 60	M H	Y	%tile Std Scr Ranks Other	19.00 5.00	CG2 TC9 M9 M10	Intended for educational and vocational planning. Test takers are required to select the preferred statement between 289 pairs of work-related activities and situations. Yields scores on 10 General Themes, 34 Basic Scales, 17 College Majors and 32 Occupational Clusters.
Kuder General Interest Survey, E CTB McGraw-Hill 1988 Grade 6 to Adults	11	Hom	Ipt	45 60	M H	N	Raw %tile	8.00 1.88	CG1 CG2 TC1 M7	This 168 triad instrument is designed to help select educational courses and begin exploring potential careers. Test taker chooses activity preferred most and least of 3 choices. Produces scores on 10 General Interest Areas and 6 Holland Codes plus a Verification Scale.
Kuder Occupational Interest Survey, DD CTB McGraw-Hill 1985 Grade 10 to Adults	168	Hom Emp	Ipt	30 40	M	Y	%tile Lamda	8.00 4.40	CG1 CG2 TC1 M10	Uses 100 forced-choice triads to provide scores on Vocational Interest Estimates (VIE), College Majors, and Occupations. Pattern of most and least liked responses is compared to individuals in 40 college majors and 109 occupational groups. VIE can be converted to Holland Codes.
Minnesota Importance Questionnaire Vocational Psychology Research 1981 High School to Adults	27	Hom	Ipt	15 40	M	N	Z Scr	11.00 3.70	CG2 TC2 M8 M11	Self-administered inventory measuring the importance of 20 or 21 psychological Needs along with 6 underlying Values associated with work environments. Designed to indicate needs which could lead to satisfaction in each of the work environments. Two forms available: Paired and Ranked.
OASIS-2 - Interest Schedule Pro-Ed 1991 Grade 8 to 12	12	Hom	Nor	30 35	M H	N	Raw %tile Stanine	26.00 1.88	CG2 M10	A 240 item instrument yielding 12 Interest Factors related to the GOE. Each interest factor contains 20 items with half occupational titles and half job activities. Scored on a 3-point scale using Like, Neutral, and Dislike responses. Used in conjunction with OASIS Aptitude Survey.
Ohio Vocational Interest Survey, 2Ed. The Psychological Corporation 1983 Grade 7 to Adults	23	Hom	Nor	25 35	M H	Y	%tile Index	16.00 3.75	CG2 TC4 M10	Contains 253 items describing work activities scored on a 5-point scale. Items are organized into 23 Occupational Clusters, with 11 items per cluster. Closely linked with the DOT and the GOE and is based on a data/people/things cubistic model of vocational interests.
Pictorial Inventory of Careers Talent Assessment, Inc 1992 Middle School to Adults	17	Hom	Nor	20 30	H	N	%tile Other	695 NA	CG2	A pictorial interest instrument using slides or video which requires no reading. Measures vocational interest using real life pictorials instead of verbal statements. Employs a series of 119 scenes depicting vocational-technical careers in 17 Vocational Clusters using a 3 or 5 point response.
Reading - Free Vocational Interest Inventory Elbern Publications 1988 Age 13 to Adults	11	Hom	Ipt	10 30	H	N	%tile Stanines Std Scr Hi/Lo	25.00 2.50	CG1 CG2 TC2 M11	A non-reading vocational preference measure for use with mentally retarded, learning disabled, and disadvantaged individuals. Explores 11 Vocational Interest Areas that are sampled by 165 neutral, nonspecific, black and white sketches representing job tasks presented in 55 triads. Booklets are non-reusable. Examinee selects activity liked best.

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Salience Inventory	15	Hom	Nor	30	M	N	Raw	Free	CG2	A 170 item instrument that identifies relative importance of 5 major life roles:
Consulting Psychologists Press				45	H			1.20	TC10	student, worker, homemaker, leisurite, and citizen. Each role is assessed by
1986									M11	3 scales: Commitment , Participation, and Value Expectations. Linked to
Middle School to Adults										Super's career development theory and Life-Career Rainbow.
Self - Directed Search (SDS)	6	Hom	Nor	25	M	Y	Raw	10.25	CG2	A self-administered, self-scored, and self-interpreted inventory. Responses
Psychological Assessment Resources, Inc.				35	H		Code	3.40	TC5	in 5 categories (Occupational Daydreams, Activities, Competencies,
1994									M9	Occupations & Self-Estimation of Abilities) to yield scores on Holland's 6
Junior High to Adults									M10	Personality types. A 3-point code is used to match scores to occupations.
Strong Interest Inventory (SII)	246	Hom	Nor	25	M	Y	%tile	Free	CG2	Uses a Like/Indifferent/Dislike or Yes/No response to 317 items to generate
Consulting Psychologists Press		Emp		35			Std Scr	5.90	TC2	4 types of scores: 6 General Themes based on Holland types, 25 Basic
1994									M9	Interest Scales, 211 Occupational Scales and 4 Personal Style Scales.
High School to Adult									M11	Available with various interpretive guides and career planning materials.
USES Interest Inventory	12	Hom	Nor	15	M	N	%tile	NA	TC3	A self-report instrument that measures relative strength of interests in 12
United States Employment Service		Emp		25	H			0.18	M6	broad GOE Occupational Categories. Consists of 162 items of 3 types
1981										(job activity statements, occupational titles, and life experiences) using
Age 16 to Retirement										3 choices: Like, ?, or Dislike. May be linked with GATB.
Values Scale	21	Hom	Nor	30	M	N	Raw	Free	CG2	Measures 21 Intrinsic and Extrinsic Values that most people seek in life.
Consulting Psychology Press				45	H			2.24	TC8	Contains 106 items, 5 for each scale, (plus1) using a 4-point response.
1986									TC9	Developed by Super & others for national and cross-national research
High School to Adults										as part of the international Work Importance Study.
Wide Range Interest Opinion Test	26	Hom	Ipt	60	M	N	%tile	1.25	CG1	Contains 150 sets of 3 pictures from which the examinees choose the one
Jastak Associates				90	H		Stanine	21.76	TC4	pictures they like best and least. Results are reported in 18 Interest
1979							Std Scr		M9	Clusters arranged into 7 Interest Categories, plus 8 Opinion and Attitude
Age 5 to Adults							Other			scales. Intended for low reading level individuals.

Notes

1) Date - is of the latest revision of the instrument or significant support materials (e.g., manuals, norms, etc.)
2) Population - intended user group(s) as indicated by the publisher.
3) # SCR - indicates the number of scores reported, including administrative indices where applicable.
4) Key - refers to Homogeneous (Hom) or Empirical (Emp) keying. Homogeneous keys group items into logical clusters. Empirical keys are based on actual responses that differentiate individuals within a group from people in general.
5) SCL - refers to Scaling: Normative (Nor) or Ipsative (Ipt). Normative scaling compares scale total score to a norm group. Ipsative scaling uses forced-choice items and results in the total score across all scales being a constant number.
6) Time - has two entries; the top number is the estimated least time and the bottom number is the estimated most time, and may include administrative time.
7) SCG - refers to scoring method available: Machine (M) and/or Hand (H).
8) CB - refers to computer based: Yes (Y) or No (N). Yes indicates that the entire instrument is at least administered and scored on a local computer. Instruments that are only scored or interpreted on a computer are not included in this category.
9) SCR RPT - refers to type of Scores Reported. Typical types of scores included here are: Raw, Percentile (%tile), Stanine, Standard Scores (Std Scr), and Ranks. Other types of scores are also included in some cases.
10) Cost - has two entries; the top cost is for a Specimen Set, and the bottom cost is an estimate for the administration of a single instrument assuming the purchase of the smallest quantity available. NA indicates either not available or not applicable.
11) Ref - refers to References to reviews published in previous editions of A Counselor's Guide (CG1 & 2), Test Critiques (TC1 to TC10) or Mental Measurements Yearbooks (M7 to M11). Up to four or five of the most recent reviews are included. All of the instruments have full reviews in CG3.
12) Brief Description - includes information about purpose, versions, number and type of items, nature of scales and scores, related materials, and unique features.

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